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ABSTRACT

Evaluation results of 1980-81 compensatory education programs for pre-kindergarten and kindergarten children in 73 Baltimore, Maryland public and private schools are presented in this report. The program provided early learning experiences in reading, mathematics, and language for educationally disadvantaged 3-, 4-, and 5-year olds to enhance their future achievement in the basic skills. Public school pre-kindergarten participants met their targeted objectives by showing gains in reading, language, and mathematics as indicated by their performance on the Boehm Test of Basic Concepts. Public school kindergarten pupils also met their objectives. Private school kindergarten pupils met the targeted gains in language and mathematics. Matched pretest and posttest scores were not available for private school pre-kindergarten participants. The program also provided health services for eligible children. The report includes detailed tables on program objectives, achievement test results, number and types of program participants, degree of parent participation, number and types of staff involved, and the extent and kinds of health services provided. (Author/MJL)

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Evaluation Evaluation Evaluation Report

Elementary and Secondary Education Act, Title I

School Year 1980-81

Baltimore City Public Schools

EARLY CHILDHOOD EDUCATION PROGRAM-GRADES PRE-K-K, FY '81

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I

BALTIMORE CITY PUBLIC SCHOOLS

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Superintendent of Public Instruction

Bureau of Educational Research Services

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Deputy Superintendent

Office of Testing and Evaluation

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Staff Specialist

June, 1982

Early Childhood Education Program
Grades Pre-Kindergarten-Kindergarten
Elementary and Secondary Education Act, Title I
FY '81

The Elementary and Secondary Education Act Title I (ESEA Title I) Program for Pre-Kindergarten and Kindergarten in the public and nonpublic schools of Baltimore City was an apparent success, for the Fiscal Year 1980-81. According to the objectives, as set by the Early Childhood Education Division (ECED), in cooperation with the Office of Testing and Evaluation, the pupils performed well.

The public school Pre-Kindergarten participants met their objectives, as indicated by their performance on the Boehm Test of Basic Concepts, Form A. The test was administered in the Fall and Spring of the 1980-81 school year. The objective was to show gains of 10 raw score units for three year olds and 20 raw score units for four year olds between testing sessions. In the evaluation summaries, the three and four year olds were interspersed; therefore providing total gains rather than separate gains for each age group. The average raw score gain for the group was 13, with 62 percent of the 2,354 children tested showing gains of 10 raw score units or more. The Boehm test does not have subtests, therefore the gains shown were overall gains in skills necessary for reading, language and mathematics.

The public school Kindergarten pupils demonstrated gains of 1 stanine or more, thus meeting the objectives of showing a gain of 1 stanine in reading, language and mathematics between testing sessions. They were administered the Test of Basic Experiences, Level K (TOBE-K) in language and mathematics. The TOBE does not have a reading subtest; therefore the language subtest has been used to measure reading since the skills are jointly measured and can't be separated. A gain of one or more stanine was achieved by 90% of the pupils in both language and mathematics.

In the Spring, 1,036 pupils of the 4,070 pupils tested in mathematics, achieved the 9th stanine. In language 1,837 out of the 4,007 pupils tested, successfully reached the ninth stanine.

The nonpublic Pre-Kindergarten pupils did not have Fall and Spring matched scores. Some pupils were tested in the Fall, but not in the Spring, while others were tested in the Spring, but not in the Fall.

The nonpublic Kindergarten pupils met the objective of demonstrating a gain of 1 stanine between testing sessions in both language and mathematics, measured by the TOBE-K. There were 64 pupils of the 301 tested in language, who obtained a 9 stanine score in the Spring. A stanine score of 9 in mathematics was obtained by 15 of the 303 pupils tested.

The Executive Summary

Description of Project

Background and Description of Needs

The ESEA Title I Pre-Kindergarten and Kindergarten programs continue to emphasize the importance for providing learning experiences at the early ages of 3-5 years. The 3-5 age span is an important period in cognitive development. It is a period during which learning is mostly simple and non-complex. Research continues to prove that positive learning experiences, at these early ages, lead to greater success later in the educative process, regardless of the economic and/or social backgrounds.

To determine the eligibility of three and four year olds for participation in the program, the following criteria were established:

1. Family Stability

   (Family mobility: frequent change of adress; marital status of parents; socio-economic conditions; (aide to dependent children)

2. Family Environment

   (Number of members in household, adequate space for living whether house or apartment, etc.)

3. Educational Background of Parents

   (Whether or not parents completed high school)

4. Sibling Participation in Title I Program

   (Whether or not older brothers/sisters participated in a Title I Program; was there sibling participation at the time of registration)

A form, The Pupil Personal History, was utilized during the initial registration of the child. The form was completed by the registrar during a conference with the parent or guardian. The data gathered from The Pupil Personal History was evaluated in accordance with the criteria established. Preference for

entry into the Pre-Kindergarten program was granted to the child exhibiting the greatest need. A composite score of 40 or more identified the extent of need.

The five year olds entering the Kindergarten program were identified as eligible by one of several criteria:

1. Those pupils who were participants in a federally funded Pre-Kindergarten program were accepted into Kindergarten in accordance with exhibited academic need.

   (Public school-based pupils who had been tested with the Boehm Test of Basic Concepts and received a raw score of 40 or less in the Spring were considered for eligibility; teacher-recommendations)

2. A form, Kindergarten: New Entry, was used to identify newcomers. A composite score of 24 or more was used for that identification.

3. Pupils living in the attendance area of a Title I school were accepted into the program, until tested in the Fall of the year of entry.

   (Pupils are observed and evaluated by teachers utilizing the Maryland State teacher Observation Inventory (MSTOI). A child who was evaluated as at-risk (139 below) was eligible)

   (The Test of Basic Experiences (TOBE) was administered during the latter part of October and first part of November. A child who scored 22 raw score points on the language and/or mathematics subtests was considered eligible)

4. Poor performance on the Criterion Performance Assessment (CPA)

5. Poor classroom performance

After educational needs of pupils were identified according to the aforementioned criteria, Title I services were distributed as the needs indicated.

Goals and Objectives

Pupils may enter as "new pupils" at either the Pre-Kindergarten or Kindergarten levels, therefore the overall goal for Pre-Kindergarten-Kindergarten was to build a foundation that would enhance future achievement in the basic skills.

1. Reading

(a) Pre-Kindergarten (three year olds)

To increase those reading development skills acquired from the reading continuum developed by the Title I Early Childhood Education (ECE) Division of Baltimore City Public Schools for the 1980-1981 school year for three-year old Title I pupils by an average of 10 units, as observed on the Boehm Test of Basic Concepts published by Psychological Corporation, New York.

(b) Pre-Kindergarten (4 year olds)

To increase those reading development skills acquired from the reading continuum developed by the Title I Early Childhood Education (ECE) Division of Baltimore City Public Schools for the 1980-1981 school year for four-year old Title I pupils by an average of 20 units, as observed on the Boehm Test of Basic Concepts.

(c) Kindergarten (5 year olds)

To improve the reading readiness levels of the ESEA Title I pupils in Kindergarten so that the average performance of the group on the reading readiness section of a standardized test will show an increase of at least one stanine between the testing sessions.

2. Mathematics

(a) Pre-Kindergarten (3 year olds)

The Boehm Test of Basic Concepts is an evaluation instrument that covers all three areas of instruction (Language, Mathematics, Reading Readiness). Because it is a general, basic concept test, an evaluation of the language and mathematics objectives separately is virtually impossible. Therefore, only the reading objective is discussed as a part of the evaluation. However, it is important to remember that in a general concept instrument, items may be identified as reading readiness, language or mathematics concepts. (i.e. from, top, some, many, few, etc.).

(b) Pre-Kindergarten (4 year olds)

The Boehm Test of Basic Concepts is an evaluation instrument that covers all three areas of instruction (Language, Mathematics, Reading Readiness). Because it is a general, basic concept test, an evaluation of the language and mathematics objectives separately is virtually impossible.

Therefore, only the reading objective is discussed as a part of the evaluation. However, it is important to remember that in a general concept instrument, items may be identified as reading readiness, language or mathematics concepts, (i.e. from, top, some, many, few, etc.).

(c) Kindergarten (5 year olds)

To improve the mathematics readiness of the ESEA-Title I pupils in Kindergarten so that the average performance of the group on the mathematics subtest of a standardized test will show an increase of at least one stanine between the testing sessions.

3. Language

The objective that related to language-Kindergarten is included in the language objective for the Pre-Kindergarten. Language is incorporated with reading at the very early level.[1]

Population or Group Served

There were approximately 3,249 three and four year olds (Pre-Kindergarten) and 5,240 five year olds (Kindergarten) served in the public ESEA Title I Elementary Schools. Approximately, 34 four year olds (Pre-Kindergarten) and 346 five year olds (Kindergarten) were served in the nonpublic Title I schools.

Project Support and Services

Services

Project funds made possible the following services:

Pre-Kindergarten Teachers
Instructional Aides
Staff Development Activities
Parent Involvement
Comprehensive Medical Services

Special Materials/Equipment

Allocations in the Pre-Kindergarten-Kindergarten, Title I budget for educational supplies and materials were $46,392. Supplies and materials includes such as: Language Masters, Listening Posts, Pre-K teachers and Test Materials.

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[1]ESEA Title I Proposal, FY '80-82, (p. 41)

Staff Requirements

Title I funds made possible the following staffing services:

4 Senior Teachers (Day Care Training)
13 Educational Assistants
63 Pre-Kindergarten Teachers
63 Pre-Kindergarten Aides
1 Principal Clerk Typist
85 Breakfast Aides

Parent Involvement

Parent Involvement, received funds for the following:

8 Parent Liaison Workers

Title I Office

2 Educational Specialists

Office of Staff Development

1 Associate

Project Monitoring

2.5 Coordinators

Contracted Services

Consultants

Elementary Education Division

13 Educational Specialists

Office of Reading

1 Assistant

NonPublic Schools Title I Component only

1 Pre-Kindergarten Teacher
Children's Aides
Educational Assistants

Other Charges

Inservice Staff Development
Cultural Enrichment Performances
Test Processing Services

Total Annual Budget Expenditure

$2,843,763.00

Project Evaluation

Regular School Year Program

The Pre-Kindergarten-Kindergarten ESEA Title I Program in Baltimore City during the 1980-81 school year was implemented in 73 public elementary schools and non-public schools. There were approximately 8,489 Pre-Kindergarten-Kindergarten pupils in the public schools (3,246 Pre-Kindergarten, 5,240 Kindergarteners).

In the nonpublic schools there were 34 four year olds and 346 Kindergarten participants.

The schedule for testing students in grades Pre-Kindergarten and Kindergarten is indicated in the following table:

Grade	Name of Instrument	Pretest	Posttest
Pre-K	Boehm Test of Basic Concepts (Form A)	Oct. 1980	May 1981
Kindergarten	*Maryland State Teacher Observation Inventory (MSTOI)	Nov. 1980	-
	Test of Basic Experiences (TOBE) Level K	Oct. 1980	May 1981

*Public Schools Only

The Pre-Kindergarten pupils met the objectives set by the program personnel. According to the Boehm Test of Basic Concepts, Form A, 62 per cent of the pupils measured pre and post (N=3,246) indicated gains of 10 points or more.

The Boehm Test of Basic Concepts intermingles all three objective areas (reading, language, mathematics), therefore the evaluation entails all three objectives, collectively.

The Kindergarten pupils (90%) in reading, met the objective by demonstrating a growth of 1 stanine between testing sessions. In mathematics 90% of the pupils met the objective, also.

The language subtest of the Maryland State Teacher Observation Inventory (MSTOI) (administered in November 1980) and the Test of Basic Experience (TOBE) Language subtest(administered November 1980) were correlated to validate program impact. The resulting coefficient of correlation (r) indicated a positive, but low relationship of 0.10.

The correlation coefficient was computed between the Maryland Systematic Teacher Observation Inventory (MSTOI) and the Test of Basic Experience (TOBE) to determine what relationship was apparent between the two measures. The MSTOI was utilized in the Fall of 1980 as was the TOBE.

The MSTOI was a measure that provided an evaluation of pupils through observations made by teachers during the first six weeks of school. The students were observed in five areas of development (psychomotor, sensory perception, language, affect-motivation, and cognition). At the end of the six weeks they were scored on a point system of 1-5 for each item. (There were 36 items). Each area of development was summarized in accordance with the teacher's observations.

Because the objective for language was the area of greatest stress placed by the Early Childhood Education Office, the correlation was requested for the language subtests on both the TOBE and the MSTOI.

The TOBE was an instrument that measured the basic experiences of pupils. It covered two areas of development, language and mathematics. The test was administered Fall, 1980 and Spring 1981. The raw score value on the language, subtest had 28 as the highest point. The TOBE was administered in the Fall during the same period that teachers were to have been observing and evaluating pupils, utilizing the MSTOI.

To compute the correlation coefficient between the language subtests of both instruments, the raw score for individuals were computed. It was found that the correlation was low, but positive, and statistically significant.

The correlation coefficient of .10 ($r=.10$) indicated that teachers, for the most part, were evaluating pupils in a way that could have been considered predictive of the pupils' performance on the TOBE. However, the low correlation indicated that this was not true for the majority of teachers.

The positive, but low, correlation provided for the second time, in the more than five years of usage of the MSTOI that the teachers' observations could be related to the pupil's performance on the standardized test (TOBE). All teachers, with proper guidance and

training in the developmental process of young children, may be able to predict pupils' performance levels before they receive TOBE test results. It is important however that they take a good hard look at how they perceive the child and the child's actual test performance. This will continue to be studied .

Nonpublic Schools

Nonpublic school Pre-Kindergarten pupils (34) were not tested in the posttest program for reasons unknown to the evaluator.

The Kindergarten pupils indicated the accomplishment of program goals by making gains of one or more stanine between testing sessions in the language and mathematics subtests of the Test of Basic Experiences, Level K. The goals were achieved by 87 per cent of the pupils in reading. In mathematics, 80 per cent of the students achieved their goal.

Health Services

Health Services as provided through the Baltimore City Health Department to ESEA Title I pupils, reached 298 Pre-Kindergarten pupils and 374 Kindergarten pupils in the public schools.

The services to nonpublic pupils included 2 Pre-Kindergarten Pupils and 65 Kindergarten pupils.

The nature of reportage for FY, '81 does not allow for a break-down in number or referrals made and number of pupils treated. It was difficult to distinguish Pre-Kindergarten and Kindergarten pupils.

Other Programs Related to Title I

Early Identifications of Learning Problems
Extended Early Elementary Program (EEEP)
Continuous Learning Program

Commendations and Recommendations

Commendations

The Pre-Kindergarten-Kindergarten Program participants continue to meet its goals and objectives, successfully.

Continuity in learning development was evident in gains demonstrated by pupils, as observed, after pre and post testing. This was, also apparent in pupils who have passed from Pre-Kindergarten to Kindergarten.

Teachers and other program planners showed a remarkable interest in concept development by the large number of requests made for the use of the Boehm Concept Kits.

Interest in developing test awareness among the very young was apparent in requests made for presentations to school and parent groups.

Recommendations

It is, also most important that every child or as many children as possible be tested and counted.

It is recommended that all test materials and other needed pupil data be returned accurately and punctually to the Office of Testing and Evaluation. This in turn, will bring about speedier reportage to teachers and other Early Childhood personnel.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban, and Supplementary Programs
Division of Instruction

ANNUAL EVALUATION REPORT ON ESEA TITLE I PROGRAMS

FISCAL YEAR 1981

1. Local Education Agency (LEA): Baltimore City Public Schools
2. Authorized Representative for LEA:
   a. Name: John L. Crew
   b. Title: Superintendent of Public Instruction
   c. Mailing Address: Baltimore City Department of Education
      3 East 25th Street
      Baltimore, Maryland 21218
   d. Telephone Number: (301) 396-6864
   e. Signature: John L. Crew, Jr. Date: JULY 9, 1982
3. State Project Number: Public Law 89-10 (Pre-K-K)
4. Title of Project: Elementary Secondary Education Act Title I (Pre-Kindergarten-Kindergarten)
5. Length of Project:
   a. Beginning Date: September, 1980
   b. Ending Date: June, 1981

County Name Baltimore City (Public)

Form B-1

Total Number of Participants in the ESEA Title I Program

	Number of Title I Participants in the 1980-81 Regular School Term				Number of Title I Participants in the 1981 Summer School Term			
	Public	Non-Public	Total	Local N or D	Public	Non-Public	Total	Local N or D
1. Grade Level								
Pre-K	3,249	34	3,283					
K	5,240	346	5,586					
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
2. Grand Total	8,489	380	8,869					
3. Reading	See Language							
4. Mathematics	8,489	380	8,869					
5. Language	8,489	380	8,869					
6. Supporting Services								
Attendance, Social Work, Guidance & Psychology								
Health and Nutrition	672	67	739					
Pupil Transportation								
7. Racial/Ethnic Groups								
American Indian or Alaskan Native	29	Not Available	29					
Asian or Pacific Islander	14		14					
Black, not Hispanic	7,515		7,515					
Hispanic	8		8					
White, not Hispanic	923		923					

County Name Baltimore City (Public)

Form B-2

*Parent Activity Information

A. School Advisory Councils	Number	Percentage
1. Number of elected members of advisory councils	984	
2. Number and percentage of elected members of an advisory council who were parents of Title I public school students	792	80
3. Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	78	08
4. Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	984	100
5. Did you provide local Title I funds for school and/or county advisory council activities? (Check one) Yes X No ____		
6. Mean number of persons attending	36	
B. Parent Activities		
1. Number of parents of Title I students who have participated in project planning, implementation, and/or evaluation	4659	
2. Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	788	
3. Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	1230	
4. Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under B1 through B3	700	

*A composite of all grades is represented here.

County Name Baltimore City (public)

Form B-3

Title I Staff and Training Information

A. Number of Staff:

Job Classification	Full-time Equivalent	
	Regular Term	Summer Term
Administrative Staff		
Principals		
Teachers/Resource Teachers/Helping Teachers	Data Not Available	
Teacher Aides		
Curriculum Coordinators and Supervisors		
Staff Providing Support Services, e.g., psychologist, counselor, speech therapist, social worker, nurse, parent coordinator		
Clerical Staff		
Community/Parent Aides		
Others: 1. 2. 3. 4.		

B. Number of Title I & Non-Title I Staff Who Received Title I-Funded Training:

Job Classification	Title I Staff	Non-Title I Staff
Administrative Staff		
Principals	Data Not Available	
Teachers/Resource Teachers/Helping Teachers		
Teacher Aides		
Curriculum Coordinators & Supervisors		
Community/Parent Aides		
Other		

County Name Baltimore City (Public Schools)

Form B-4

Program Objectives and Degree Achieved

Language (Reading)

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To increase those reading development skills acquired from the reading continuum developed by the Title I Early Childhood Education (ECE) Division of Baltimore City Public Schools for the 1980-81 school year for three and four year old Title I pupils by 10-20 units as observed on the Boehm Test of Basic Concepts published by Psychological Corporation, New York.	Pre-K 3 and 4 year olds	The Pre-Kindergarten met the objective with 62% of the pupils indicating gains of 10-20 units or more. The three and four year olds are combined in this report. The Boehm Test scores represent total test scores. Boehm does not have subtests.

County Name Baltimore City (Public Schools)

Form B-4

Program Objectives and Degree Achieved

Mathematics

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To raise the readiness skills in mathematical development as the result of the Pre-Kindergarten instructional program for 60 percent of Pre-Kindergarten Title I pupils, as observed by an average increase of 10-20 units on the Boehm Test of Basic Concepts for the 1980-81 school year.	Pre-K 3 and 4 year olds	The Pre-Kindergarten met its objective as demonstrated by 62% of the pupils showing gains of 10 or more units between testing sessions.
		The Boehm Test scores represent total test scores. Boehm does not have subtests.

County Name Baltimore City (Public Schools)

Form B-4

Program Objectives and Degree Achieved

Language (Reading)

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To improve the reading readiness levels of the ESEA Title I pupils in Kindergarten so that the average performance of the group on the reading readiness section of TOBE-K standardized test will show an increase of at least one stanine between the testing sessions.	Kgn.	The Kindergarten objective was met by 90% of the pupils indicating gains of 1 or more stanines between testing sessions
		The Test of Basic Experiences (TOBE) does not have a Reading subtest. The Language subtest is utilized as the measure for Reading also.

County Name Baltimore City (Public Schools)

Form B-4

Program Objectives and Degree Achieved

Mathematics

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To improve the mathematics readiness of the ESEA Title I pupils Kindergarten so that the average performance of the group on the mathematics test of the TOBE-K standardized test will show an increase of at least 1 stanine between testing sessions.	Kgn.	The Kindergarten objective was met by 90% of the pupils demonstrating gains of 1 stanine or more between testing sessions.

County Name Baltimore City (Public Schools)

FORM B-5
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____
[ ] Mathematics (subtest) _____
[X] Language (subtest) _____

2. Type of School: [X] Public
[ ] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
BOEHM TEST of BASIC CONCEPTS 1976	PreK	A		Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
TOBE TEST OF BASIC EXPERIENCES"75	K		K	Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
BOEHM 1976	BOEHM 1976	PreK	A	A			Oct.'80	May '81				BCPS DATA Ctr.
TOBE 1975	TOBE 1975	K			K	K	Oct.'80	May '81				McGraw-Hill
		1										
		2										
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

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County Name Baltimore City (Public Schools)

FORM B-5
Standardized Test Information

Subject: [ ] Reading (subtest) _____
[X] Mathematics (subtest) _____
[ ] Language (subtest) _____

2. Type of School: [X] Public
[ ] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
BOEHM TEST of BASIC CONCEPTS'76	PreK	A		Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
TOBE TEST OF BASIC EXPERIENCES'75	K		K	Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
BOEHM 1976	BOEHM 1976	PreK	A	A			Oct.'80					BCPS Data Ctr.
TOBE 1975	TOBE 1975	K			K	K	Oct.'80					MCGraw-Hill
		1										
		2										
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

unty Name Baltimore City (Public Schools) Form B-6

Program Information and Standardized Achievement Test Averages

Subject: [ ] Reading(subtest)_____ [ ] Mathematics(subtest)_____ [X] Language(subtest)_____

2. Type of School: [X] Public [ ] Nonpublic

3. Testing Schedule: [ ] Spring to Sprin [X] Fall to Spring

	Member-ship Count	Number of Parti-cipants	N	Number of [illegible] Between Tests	Average Pretest /	Average Post-test /	Pretest Grade Equiv-alent	Post-test Grade Equiv-alent	Average G.E. Gain	Pre-test NCE	Post-test NCE	NCE Gain
rade	4	5	6	7	8	9	10	11	12	13	14	15
re-K	3,163	3,249	2122	7	23	36						
K	4,653	5,240	(3) 4007	7	4	7						
1												
2												
3												
4												
5												
6												
7												
8												
9												

[1]Units represent Pre-Kindergarten raw scores

[2]Stanine Score represents Kindergarten scores

[3]Sixty three children did not take the language portion of the TOBE

County Name Baltimore City (Public Schools) Form B-6

Program Information and Standardized Achievement Test Averages

Subject: [ ] Reading(subtest) _____ [X] Mathematics(subtest) _____ [ ] Language(subtest) _____

2. Type of School: [X] Public [ ] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count	Number of Participants	N	Number of Months Between Tests	Average Pretest [1]	Average Post-test [1]	Pretest Grade Equivalent	Post-test Grade Equivalent	Average G.E. Gain	Pre-test NCE	Post-test NCE	NCE Gain
	4	5	6	7	8	9	10	11	12	13	14	15
Pre-K	3,163	3,240	2122	7	23	36						
K	4,653	5,240	(3) 4070	7	4	7						
1												
2												
3												
4												
5												
6												
7												
8												
9												

[1] Units represent Pre-Kindergarten raw scores

[2] Stanine score represents Kindergarten scores

[3] Sixty three children did not take the language portion of the TOBE

County Name Baltimore City (Public Schools)

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☐ Mathematics
   - ☒ Language*

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest _____

Grade	4. Number of Units Gained										
	-1 or or less	0	1-9	10-15	16-20	21-25	26-30	31-35	36-40	41-50	Total N
PRE-K*	110	38	738	759	431	145	73	45	9	3	2,354

*Three and four year olds are combined in this report

*Math and language are concurrently measured by the total Boehm test. There is no language subtest.

County Name Baltimore City (Public Schools)

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics*
   - ☐ Language

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest _____

Grade	4. Number of UNITS Gained										
	-1 or or less	0	1-9	10-15	16-20	21-25	26-30	31-35	36-40	41-50	Total N
Pre-K*	113	38	738	759	431	145	73	45	9	3	2,354

*Three and four year olds are combined in this report.

*Mathematics and language are concurrently measured by the total Boehm Test. There is not a mathematics subtest.

County Name Baltimore City (Public Schools)

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☐ Mathematics
   - ☒ Language

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest _____

Grade	4. Number of Stanine Gained										
	- 1 or less	0	1	2	3	4	5	6	7	8	Total N
K	86	285	429	809	820	752	488	222	86	30	4,007

County Name Baltimore City (Public Schools)

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics
   - ☐ Language

   Subtest _____

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Grade	4. Number of Stanine Gained										
	- 1 or less	0	1	2	3	4	5	6	7	8	Total N
K	104	303	628	997	856	683	317	146	28	8	4,070

County Name Baltimore City (Public)

Form B-8

Outcomes Assessment

1.

Names Of Schools Reporting A Growth Rate of 20 or More Units Per Year	READING GRADE PK				
Madison Square	X				
Lakewood	X				
Rutland	X				

Names Of Schools Reporting A Growth Rate of 20 or More Units Per Year	MATHEMATICS GRADE				
N/A					

2.

Names Of Schools Reporting A Growth Rate of 10 or Less Units Per Year	READING GRADE PK				
Eutaw-Marshburn	X				
Lexington Terrace	X				
William Pinderhughes	X				
George Street	X				
Dallas F. Nicholas	X				
Federal Hill	X				
Margaret Brent	X				
Barclay	X				
Rosemont	X				
Irvington	X				

Names of Schools Reporting A Growth Rate of 10 or Less Units Per Year	MATHEMATICS GRADE				
N/A					

County Name Baltimore City (Public)

Form B-C

Outcomes Assessment

1.

Names Of Schools Reporting A Growth Rate of 20 or More Units Per Year	READING GRADE				

Names Of Schools Reporting A Growth Rate of 20 or More Units Per Year	MATHEMATICS GRADE				
N/A					

2.

Names Of Schools Reporting A Growth Rate of 10 or Less Units Per Year	READING GRADE				
	PK				
Collington Square	X				
Duke Ellington	X				
Samuel Coleridge Taylor	X				
Bay-Brook	X				
Chas. Carroll Carrollton	X				
George G. Kelson	X				
Cherry Hill	X				
Arundel	X				
Mary E. Rodman	X				
Belmont	X				

Names of Schools Reporting A Growth Rate of 10 or Less Units Per Year	MATHEMATICS GRADE				
N/A					

County Name Baltimore City (Public)

Form B-C

Outcomes Assessment

1.

Names Of Schools Reporting A Growth Rate of 20 or More Units Per Year	READING GRADE				

Names Of Schools Reporting A Growth Rate of 20 or More Units Per Year	MATHEMATICS GRADE				
N/A					

2.

Names Of Schools Reporting A Growth Rate of 10 or Less Units Per Year	READING GRADE				
	PK				
Westport	X				
Holabird	X				
Victory	X				
Graceland Pk. O'Donnell	X				
Lockerman-Bundy	X				

Names of Schools Reporting A Growth Rate of 10 or Less Units Per Year	MATHEMATICS GRADE				
N/A					

County Name Baltimore City (Public)

Form B-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				
Cecil	X				
Dr. Rayner Browne	X				
Springhill	X				
Margaret Brent	X				
Mordecai Gist	X				
Lyndhurst	X				
Furman L. Templeton	X				
Robert W. Coleman	X				
Victory	X				
Dr. Bernard Harris	X				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				
Cecil	X				
Dr. Rayner Browne	X				
Springhill	X				
Dr. Bernard Harris	X				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				
David Weglein	X				
Steuart Hill	X				
Langston Hughes	X				
City Springs	X				
James McHenry	X				
Eutaw-Marshburn	X				
Tench Tilghman	X				
Johnston Square	X				
Lexington Terrace	X				
George Washington	X				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
David E. Weglein	X				
Steuart Hill	X				
Langston Hughes	X				
City Springs	X				
James McHenry	X				
Eutaw-Marshburn	X				
Tench Tilghman	X				
Park Heights	X				
Johnston Square	X				
Lexington Terrace	X				

County Name Baltimore City (Public)

Form E-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				
	K				
Lockerman-Bundy	X				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				
	K				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				
	K				
General Wolfe	X				
Westside Elementary	X				
Madison Square	X				
Commodore John Rodgers	X				
William Pinderhughes	X				
Matthew A. Henson	X				
George Street	X				
Coldstream	X				
Chas. Carroll Barrister	X				
Harlem Park	X				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
	K				
General Wolfe	X				
Westside	X				
Madison Square	X				
Commodore John Rodgers	X				
Matthew Henson	X				
George Street	X				
Coldstream	X				
Mildred Monroe	X				
Chas. Carroll Barrister	X				
Harlem Park	X				

County Name Baltimore City (Public)

Form B-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				
Harford Heights	X				
Malcolm X	X				
Dallas F. Nicholas	X				
Abbottston	X				
Barclay	X				
Gwynns Falls	X				
John Eager Howard	X				
Edgecombe Circle	X				
Rosemont	X				
Liberty	X				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
Mildred Monroe	X				
Harford Heights	X				
Malcolm X	X				
Dallas F. Nicholas	X				
Abbottston	X				
Margaret Brent	X				
Barclay	X				
Gwynns Falls	X				
John Eager Howard	X				
Edgecombe Circle	X				

County Name Baltimore City (Public)

Form B-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				
Edgewood	X				
Betsy Ross	X				
Irvington	X				
Lakewood	X				
Collington Square	X				
Elmer A. Henderson	X				
Thomas G. Hayes	X				
Gilmor	X				
Duke Ellington	X				
Samuel Coleridge Taylor	X				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
Rosemont	X				
Liberty	X				
Edgewood	X				
Betsy Ross	X				
Mordecai Gist	X				
Irvington	X				
Lakewood	X				
Lyndhurst	X				
Collington Square	X				
Elmer A. Henderson	X				

County Name Baltimore City (Public)

Form B-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				
Bay-Brook	X				
Walter P. Carter	X				
Luther Craven Mitchell	X				
Harriet Tubman	X				
Chas. Carroll Carrollton	X				
Alexander Hamilton	X				
Rutland	X				
Bentalou	X				
George G. Kelson	X				
Cherry Hill	X				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
Thomas G. Hayes	X				
Gilmor	X				
Duke Ellington	X				
Samuel Coleridge Taylor	X				
Bay-Brook	X				
Furman Templeton	X				
Harriet Tubman	X				
Chas. Carroll Carrollton	X				
Alexander Hamilton	X				
Bentalou	X				

County Name Baltimore City (Public)

Form R-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
Holabird	X				
Victory	X				
Graceland Park-O'Donnell	X				
Lockerman-Bundy	X				
Rutland	X				
Federal Hill	X				

County Name Baltimore City (Public)

Form E-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K				

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K				

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K				
Carter Godson Woodson	X				
Patapsco	X				
Arundel	X				
Lafayette	X				
Mary E. Rodman	X				
Belmont	X				
Pimlico	X				
Westport	X				
Graceland Pk. O'Donnell	X				

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K				
George G. Kelson	X				
Cherry Hill	X				
Carter G. Woodson	X				
Patapsco	X				
Arundel	X				
Lafayette	X				
Mary E. Rodman	X				
Belmont	X				
Pimlico	X				
Westport	X				

County Name Baltimore City

Form B-9

3. Outcome Determinants:

Data Not Available

4. Modification Explanation:

Data Not Available

County Name Baltimore City(Public)

Form B-10

Program Operation

A. Program Activity Changes:

Data Not Available

B. Coordination of Parent Activities:

1. At the LEA level:

_____ Title I Coordinator
_____ Instructional Supervisor
_____ Parent Coordinator
_____ Other (Specify)

2. At the school level:

_____ Principal
_____ Resource Teacher
_____ Home School Community Worker
_____ Other (Specify)

Non-Public Title I Components
Only

County Name Baltimore City (Non Public)

Form B-4

Program Objectives and Degree Achieved

Language (Reading)

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To improve the reading readiness of the ESEA Title I Non-Public pupils in Kindergarten, so that the average performance of a group on a reading sub-test of a standardized test will show an increase at a rate of at least one stanine between the testing sessions.	Kgn.	The Non-Public ESEA Title I pupils met their goal of gaining one stanine, as demonstrated by 87% of the pupils, between pre and post testing sessions.
		The Test of Basic Experiences (TOBE) does not have a Reading subtest. The Language subtest is utilized as the measure for Reading also.

County Name Baltimore City (Non Public)

Form B-4

Program Objectives and Degree Achieved

Mathematics

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
To improve the mathematical readiness of the ESEA Title I Non-Public pupils in Kindergarten, so that the average performance of the group on a mathematics subtest will show an increase of one stanine between the testing sessions.	Kgn.	The Non-Public ESEA Title I pupils met their goal of gaining one stanine, as demonstrated by 80% of the pupils, between pre and post testing sessions.

County Name Baltimore City (Non Public)

FORM B-5
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____
[ ] Mathematics (subtest) _____
[X] Language (subtest) _____

2. Type of School: [ ] Public
[X] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
BOEHM TEST OF BASIC CONCEPTS	PreK	A		Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
(TOBE)TEST OF BASIC EXPERIENCES	K		K	Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
BOEHM 1976	BOEHM 1976	PreK	A	A			Oct.'80	May '81				BCPS DATA CTR.
TOBE 1975	TOBE 1975	K			K	K	Oct.'80	May '81				McGRAW-HILL
		1										
		2										
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

County Name Baltimore City (Non Public)

FORM B-5
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____
[X] Mathematics (subtest) _____
[ ] Language (subtest) _____

2. Type of School: [ ] Public
[X] Non-Public

SELECTION TESTS 4. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
BOEHM TEST OF BASIC CONCEPTS	PreK	A		Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
(TOBE)TEST OF BASIC EXPERIENCES	K		K	Spr.1981	Dr. Ernestine M. Reid, Staff Specialist
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
BOEHM 1976	BOEHM 1976	PreK	A	A			Oct.'80	May '81				BCPS Data Ctr.
TOBE 1975	TOBE 1975	K			K	K	Oct.'80	May '81				McGraw-Hill
		1										
		2										
		3										
		4										
		5										
		6										
		7										
		8										
		9										

*Specify Name of Scoring Service

County Name Baltimore City (Non Public) Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: ☐ Reading(subtest)_____ ☐ Mathematics(subtest)_____ ☒ Language(subtest) Reading

2. Type of School: ☐ Public ☒ Nonpublic

3. Testing Schedule: ☐ Spring to Spri ☒ Fall to Sprin

	Member-ship Count	Number of Parti-cipants	N	Number of [illegible] Between Tests	Average Pretest UNITS / STANINE	Average Post-test UNITS / STANINE	Pretest Grade Equiv-alent	Post-test Grade Equiv-alent	Average G.E. Gain	Pre-test NCE	Post-test NCE	NCE Gain
Grade	4	5	6	7	8	9	10	11	12	13	14	15
Pre-K	42	44	42	7	31	39						
K	296	303	303	7	4	6						
1												
2												
3												
4												
5												
6												
7												
8												
9												

County Name Baltimore City (Non Public) Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading (subtest) _____ [X] Mathematics (subtest) _____ [ ] Language (subtest) _____

2. Type of School: [ ] Public [X] Nonpublic

3. Testing Schedule: [ ] Spring to Spri [XX] Fall to Sprin

	Member-ship Count	Number of Partici-pants	N	Number of [illegible] Between Tests	Average Pretest /	Average Post-test /	Pretest Grade Equiv-alent	Post-test Grade Equiv-alent	Average G.E. Gain	Pre-test NCE	Post-test NCE	NCE Gain
Grade	4	5	6	7	8	9	10	11	12	13	14	15
Pre-K	42	44	42	7	31	39						
K	296	301	301	7	4	5						
1												
2												
3												
4												
5												
6												
7												
8												
9												

County Name Baltimore City(Non-Public)

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☐ Mathematics
   - ☒ Language

2. Type of School:
   - ☐ Public School
   - ☒ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest _____

Grade	4. Number of Stanine Gained										
	-1 or less	0	1	2	3	4	5	6	7	8	Total N
K	9	30	54	81	71	37	13	5		1	301[1]

[1]Two children did not take the Language subtest of the TOBE

County Name Baltimore City (Non-Public)

Form B-7

Amount Of Gain Achieved On Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics
   - ☐ Language

2. Type of School:
   - ☐ Public School
   - ☒ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest _____

Grade	4. Number of Stanine Gained										
	-1 or less	0	1	2	3	4	5	6	7	8	Total N
K	22	37	94	89	38	23					303[1]

[1]Two children did not take the Language subtest of the TOBE

County Name Baltimore City (Non-Public)

Form B-C

Outcomes Assessment

1.

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	READING GRADE K

Names of Schools Reporting A Growth Rate of 4 or More Stanine Per Year	MATHEMATICS GRADE K

2.

Names of Schools Reporting a Growth Rate of 3 or Less Stanine Per Year	READING GRADE K
St. James and John	X
St. Katherine	X
St. Michael	X
Fr. Chas. A. Hall	X
St. Phillip and James	X
Madonna	X
Rosa Pks.(Park Heights)	X
Rosa Parks (Windsor)	X

Names of Schools Reporting A Growth Rate of 3 or Less Stanine Per Year	MATHEMATICS GRADE K
St. James and John	X
St. Katherine	X
St. Michael	X
Fr. Chas. A. Hall	X
St. Phillip and James	X
Madonna	X
Rosa Pks.(Park Heights)	X
Rosa Parks (Windsor)	X

Annual Report of

ESEA - Title I - Health Component
Baltimore City Health Department

Bureau of School Health
1980-81

NAME & TITLE	Grace Black, Sr. C.H.N. Supervisor, School Health
AGENCY NAME & ADDRESS	Bureau of School Health Baltimore City Health Department 111 N. Calvert Street, Room C-205
SUBJECT	Report on E.S.E.A. Title I Health Component, FY '81

CITY of BALTIMORE

MEMO

DATE: 7 August 1981

TO Mr. Leonard Granick, Staff Director
E.S.E.A. Title I Program
Department of Education

Attached are tables providing information on the Health Component.

Table I Title I Referrals by Grade and by Public and Non-Public, School Year 1980-81

Table II Outcome of Follow-up of Title I Referrals, School Year 1980-81

Table III Outcome of Referral by Referral Source, School Year 1980-81

Table IV Categories of Referrals of Title I Children in Order of Frequency, School Year 1980-81

Table V Types of Referrals Made, School Year 1980-81

Table VI Health Education Sessions

Summary of Information

Table I - The largest number of referrals came from the first grade followed by kindergarten and fourth grade.

Table II - Of referrals made, 42% were corrected as a result of the intervention; 27% had been seen by a medical provider but therapy was not completed; and in 10% correction had occurred without medical intervention.

Table III - Of children referred by Pediatric Nurse Practitioners and Speech Clinicians, 100% were diagnosed as having a problem. Referrals resulting from nurse-teacher conferences yielded 99% problems. Anemia screening was least specific, with only 48% found to have the suspected problem.

There were also differences in correction of the referred problem, ranging from 98% completion for hearing referrals to 3% of chronic problems.

BALTIMORE

Table IV - There were several changes in the rank order of categories of referral. Some may be related to changes in the reporting system and some to more direct Health Department involvement in Behavior and Learning services.

Table V - The largest number of referrals (2,485) were made to a health provider such as a physician, clinic, or dentist. The smallest number went to Diagnostic and Advisory and Behavior and Learning with 26 each.

Health Education Sessions

A great variety of health education activities were done by the Title I Nurses and Health Aides, alone or in conjunction with school personnel or guest speakers. Some of these sessions were for students, some for parents and some for faculty. Some of the topics were:

Care of the Body	(6th graders)
Child Abuse	(Parents)
Child Care	(Parents)
Child Growth and Development	(Parents)
Dental Care	(Parents)
First-Aid and Emergency Care	(School Staff)
Immunization	(Parents and Faculty)
Nutrition	(Parents and Staff
Practicing Good Health Habits	(Students)
Recognizing Behavioral Problems	(Parents and Staff)
Role of the Nurse	(Parents and Staff)
Sex Education	(Jr. High Students)

Other information of interest from the data is as follows:

Of the 3,633 referrals, 3,089 (85%) were for conditions previously known. Only 15% were new.

Of the children referred, 1,739 were counselled relative to their condition. Of these 1,132 (31%) were regarded as improved as a result of the counselling and 224 (13%) were considered corrected.

The sex breakdown of referrals differs from the usual observations that disproportionately more females are seen in the health suite at any age than males. In Title I, more males of all ages and races were referred.

The number of referrals made were as follows:

Black males 1,795 (89% of males referred)
Black females 1,470 (90% of females referred)
White males 202 (10% of males referred)
White females 156 (10% of females referred)
Other males 8 (1% of males referred)
Other females 2 (1% of females referred)

Black - 90% of all referrals
White - 10% of all referrals
Other - 1% of all referrals

Total referrals broke down by race as follows:

Blacks 90%
Whites 10%
Other 1%

Black referrals were only slightly higher than their proportion in the general population. Usually the difference in black and white referrals is greater.

If you wish further information please contact me at 396-4462. I am sending copies to Mrs. Katzenellenbogen, to Mr. Wheeler, and to the Secondary, Non-Public, and Follow-Through Program Heads. Will you please share the report with other persons in you program if needed?

Attachments
GAB:jtm
cc: Dr. Thomas Dorsett
Mr. L. Wheeler
Dr. M. Francis
Mrs. E. Nolan
Sr. Theresiana Miller
C.H.N. Supervisors
File

Table I

Title I Referrals by Grade and Public and Non-Public Schools, School Year 1980-81

Public	3,341	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
		298	374	583	337	358	394	157	88	320	307	125
Non-Public	292	2	65	76	49	34	44	17	2	3	0	0
Total	3,633	300	439	659	386	392	438	174	90	323	307	125

Table II

Outcome of Follow-up of Title I Referrals, School Year 1980-81

Referrals	Normal Child	Corrected	Therapy Refused	Lost To Follow-Up	Therapy Not Completed	Information Not Available	Correction without Intervention	Unknown
3,633	399	1,521	205	36	988	101	379	4

Table III

Outcome of Referral by Referral Source
School Year 1980-81

eferral Source	Diagnosis Normal Child	Percentage	Corrected	Therapy Refused	Lost to Follow-Up	Therapy Not Completed	Information Not Available	Correction without Intervention	Total
1	9	1%	73	25	3	317	14	2	443
2	62	10%	369	51	12	73	32	3	602
3	96	35%	95	22	2	51	10	1	277
4	42	52%	4			12	8	15	81
5			1			7			8
6	130	14%	472	36	16	145	26	92	917
7	10	3%	32	32	2	179	6	1	262
8			2			68			70
10	2		7	2		35		4	50
11	45	5%	461	37	1	74	5	265	888
12	3	9%	5			27			35
erall	399	11%	1,521	205	36	988	101	383	3,633

ource Code

1 NTC
2 Vision Screen
3 Hearing Screen
4 Anemia Screen
5 P/E
6 Student/Parent/Teacher Complaint
7 SSC
8 Speech Screen
9 Dental Screen
10 Chronic Problems (File)
11 1st Aid/Minor Illness (Acute Problems)
12 Other

Table IV

Categories of Referrals of Title I Children in Order of Frequency
School Year 1980-81

Categories	Problem Area
1400	Vision
2700	Neurological
1200	Skin and Nails
2600	Posture and Extremities
1600	Hearing
2000	Nose and Throat
1300	Eyes
2300	Chest
2400	Abdomen and Intestines
2800	Emotional
1700	Speech
1100	Head and Hair
3200	Contagious Diseases
1500	Ears
3000	Laboratory Abnormalities
1900	Mouth and Teeth
2500	Genito-Urinary
3100	Other
2900	Endocrine-Metabolic-Nutritional
1800	Societal
2200	Cardiovascular
2100	Lymph Glands

Table V

Types of Referrals
School Year 1980-81

Health Care Provider (e.g., M.D., Clinic, Dentist)	2,485
No referral	599
Other (e.g., Med. Specialist, Social Worker)	341
Department of Education Resource	80
Diagnostic and Evaluation Clinic	50
Behavior and Learning Clinic	26
Diagnostic and Advisory	26